

Mural Three: *The Rancho*

Materials

Butcher/Mural paper

[Rancho Story](#) (Figure S)

[Rancho Mural Sample](#) (Fig. T)

[Rancho Mural Pictures](#) (Fig. U)

[A Part of the Rancho Culture](#)
journal page (Figure V)

Journals Tape

Black or brown marker

Oh, California

Chapter 4, Lessons 1, 2, & 3

Pre-Planning

Cut a 2' X 4' piece of butcher paper and display it in the classroom so that all the students can see and reach it.

Make photocopies of the mural pictures and cut them out without the labels.

Read through the rancho script to become familiar with it.

Note: Depending on whether you use the Chumash story or the Gabrielino story will determine which group you refer to in the rancho story.

If you desire, using the mural sample, place the mural pictures on the mural paper ahead of time and mark where the different pictures might go with a pencil. Remove the pictures for use with the activity. When the students come up to the mural during the story, you can direct where the pictures go based on your pencil markings.

Make photocopies of the [A Part of the Rancho Culture](#) journal page

After the Mexican War for Independence, the new Mexican government ordered the missions secularized in Alta California. The missions became pueblo churches for the Native Americans and other citizens living in the new communities. The mission lands were divided up and offered to Mexican settlers as land grants. The cattle were also divided. This brought a whole new group of people to California called *rancheros*. They came to California to raise cattle.

This activity is the last of three pre-visit activity murals the students will create. Students are given a piece of the mural that will be added as a story is read. Gradually the rancho appears on the mural while students learn important aspects of the rancho culture, the *Rancheros* relationship with the land, and the affect they had on the Chumash and Gabrielino/Tongva and the mission system.

Anticipation

◆ Ask the students:

What do you remember about our mural story of the mission?

What are some of the parts of the mural you remember?

◆ Explain to the students that a whole new group of people, called *rancheros*, came to the land of the Chumash (Gabrielino/Tongva) to raise their cattle.

◆ Place the large sheet of mural paper up on the wall.

◆ Pass out a cut-out mural picture to each student.

◆ Explain that you will be reading a story about the *rancheros* and how they came to this area and how they lived. As you read the story, the students will use the different pictures to create a rancho on the mural paper.

◆ Tell them that it is important that they listen carefully to the story to learn the different things that made up the rancho culture. They will come up when their picture is explained, and place it on the mural.

Pre - Visit Activities Mural Three: The Rancho

Procedure

Part I

1. Read the rancho story.
2. As you come to the appropriate spots in the story, have students come up and place their picture on the mural. Use *Figure T* as a guide for placing the illustrations.
3. After the mural is complete, ask the students:

What is an example, from the mural, of the rancho culture?

What is an example, from the mural, of the mission culture?

What is an example, from the mural, of the Chumash (Gabrielino/Tongva) culture?

How is the culture of the ranchos influenced by the land?

How is this culture different from the Chumash (Gabrielino/Tongva)?

How is this culture different from the missionaries?

Part II

1. Pass out the *A Part of the Rancho Culture* journal pages.
2. Have students:
 - a. Write what picture they added to the mural.
 - b. Draw the picture.
 - c. Describe what significance it had to the ranchos.
 - d. Write how the item in the picture is used today, or write about something else that is similar.
 - e. Draw their own version of the rancho.

Rancho Story

Figure S–

Rancho Story

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Shortly after the missions were founded, settlers from Mexico established *ranchos*—huge ranches to raise cattle. These ranchos became large and powerful. In 1821, New Spain or Mexico won their independence from Spain and the Mexican Government took over Spanish lands. By 1834, most missions were secularized (from religious to non-religious control). Many missions were abandoned. Although mission *land* was originally going to be turned over to Mission Indians, it ended up going to private citizens. More people came to Alta California to establish ranchos. The rancho owners were known as *rancheros*. They traveled into the land of the Chumash (Gabrielino/Tongva) and onto lands where the *missions* once prospered. The land was chosen, measured and drawn on a map, called a *diseño*, to show which land was claimed.

Using a black or brown marker, the teacher draws the land as a line from the upper right end of the mural to the left, gradually sloping down. Place the “mission” picture in the upper right side of the mural.

Flowing from the mountains and down to the sea are the rivers. The rivers and streams were important to the ranchos because they needed *water* for drinking, cooking and washing, but they also needed it to water their thirsty cattle.

Have the student with the “water” picture place it on the mural.

All around the land were the mighty *oak trees*. The *rancheros* walked through these trees not knowing the valuable food source they were to the Chumash (Gabrielino/Tongva). They walked through the *orchards* of apple, pear, fig and olive trees and ate the fruit.

Have the students with the “oak tree” & “orchard” pictures place them on the mural.

On the land drawn on their *diseños*, homes called *haciendas* were built by the *rancheros* and their Chumash (Gabrielino/Tongva) workers. Many of the Chumash (Gabrielino/Tongva) who had once worked on the missions had nowhere to go when the missions closed. The Mexican land grants took over the Chumash (Gabrielino/Tongva) land and left many no choice but to work for the *rancheros*. Having worked on the missions, most of the Chumash (Gabrielino/Tongva) were now skilled in the Spanish ways of life, and the *rancheros* were dependent on their labor. They helped build the large adobe or clay brick *haciendas* that housed them and the family of the *ranchero*.

The houses were rectangular in shape, with outside doors leading into the different rooms. A covered porch around the house sheltered the doors and windows.

Have the student with the “hacienda” picture (the plain roof) place it on the mural.

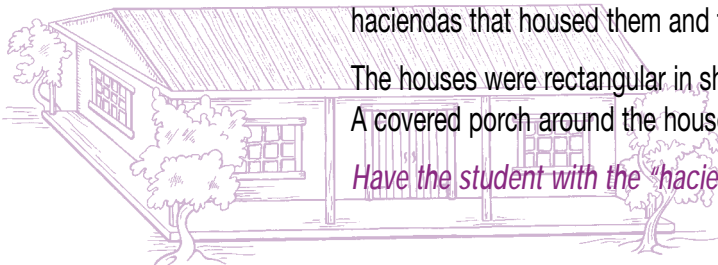


Figure S–

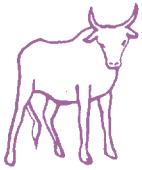
Rancho Story

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A part of the house was the *living space of the don*. The don was the most important figure on the rancho. He was the owner of the rancho and the head of the household.

Have the student with the "living space of the don" (second story of the hacienda with the tile roof) picture place it on the mural.

The main role of the rancho was to raise *cattle*. This form of agriculture was valuable because the cattle were used for their skin, called *hides*, and their fat, called *tallow*. Ships came from around the world to trade for hides which would be made into leather products such as shoes and for tallow that would be made into candles and soap. The rancheros would trade the hide and tallow for goods they needed, such as fabric, clothes, furniture, sugar and spices.



Have the student with the "cattle" (no people) picture place it on the mural.

Some ranchos had thousands of cattle that roamed freely across the land. Many of the Chumash (Gabrielino/Tongva) men became *vaqueros*. They were highly skilled horsemen or cowboys. Vaqueros were needed to herd and care for the cattle. One of their jobs was to round up the cattle and brand them. A *brand* is a metal marker that is heated and burned into the hide of the cattle to mark them as belonging to the ranchero.

Like the cattle, the horses on the rancho were abundant and roamed free. Favorite horses and those that were being trained were kept in *corrals*.

Have the student with the "vaqueros" and "corral" picture place it on the mural.

Horses were also the main transportation for all the rancheros. Even children were taught at a young age to ride horses.

Have the students with the "horses" (no people) picture place it on the mural.

At this time, there was little land available for the Chumash (Gabrielino/Tongva) to hunt and gather food. *Food crops*, such as corn and beans, were planted on the rancho. These crops were raised to feed everyone who worked and lived on the rancho. Unlike the missions, the ranchos did not need large agricultural crops. There were farms in the area to provide the major staple crops.

Some of the grain raised was stored in a *granary*, and other food was dried and stored in sheds.

Have the student with the "food crops & granary" picture place it on the mural.

Figure S–

Rancho Story

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Most of the food preparation took place outside near the house. Using the food crops of fruits and vegetables, as well as beef, Chumash (Gabrielino/Tongva) women prepared a variety of Spanish/Mexican foods. The main diet consisted of tortillas, beans and meat.

A dried meat called *carne seca* was prepared using the beef. One-inch-thick strips of beef were first placed in salt water to soak for several days. Then the strips were hung on trees to dry. Once dry, the *carne seca* could be stored and used later. It was a favorite snack of the *vaqueros* when they were out riding and watching over the cattle.

Have the student with the "cooking area" picture place it on the mural.

Although women wove cloth, most of the fabric came on trading ships and was exchanged for hides and tallow. The women would sew the fabric into clothes and then apply embroidery. With the use of a needle, colorful thread and an *embroidery hoop*, the women created beautiful designs on the cloth.

Have the student with the "embroidery hoop" picture place it on the mural.

Being Mexican citizens, and of the Catholic faith, most *rancheros* built small *shrines*. These were small wooden altars that were either constructed in an area inside the house or built outside into the side of a rock. Shrines often consisted of a wooden box with hinged doors that opened up to the statue of a religious figure or a cross. These small shrines were used by the people of the rancho for personal worship.

Have the student with the "shrine" picture place it on the mural.

One of the symbols on top of the small shrine was a *cross*.

Have the students with the "cross" picture place it on top of the "shrine" picture on the mural.

The *cemetery* for the *rancheros* was located in the nearest mission. According to their Catholic beliefs they had to be buried on holy ground to go to heaven.

Have the student with the "cemetery" picture place it on the mural.

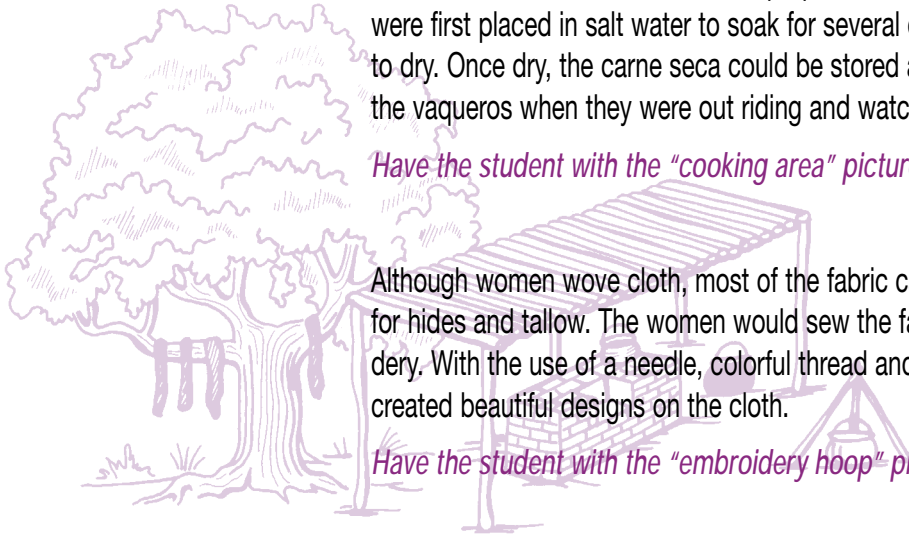


Figure S–

Rancho Story

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The rancheros loved their music and dance. Popular occasions included *fandangos* (dance parties), baptisms and weddings where families would gather to eat, drink, sing Spanish folk songs and dance to the music of a fandango band. A large flat area was needed for dancing as the lively band played dance music with such stringed instruments as mandolins, violins and *guitars*.

Have the student with the "guitar" picture place it on the mural.

Other than dances, the rancheros and vaqueros loved to show off their horsemanship. Horse races and games were played in a large open *riding area*. In one game a handkerchief was dropped and bets were made on which rider could scoop it up on the first try.

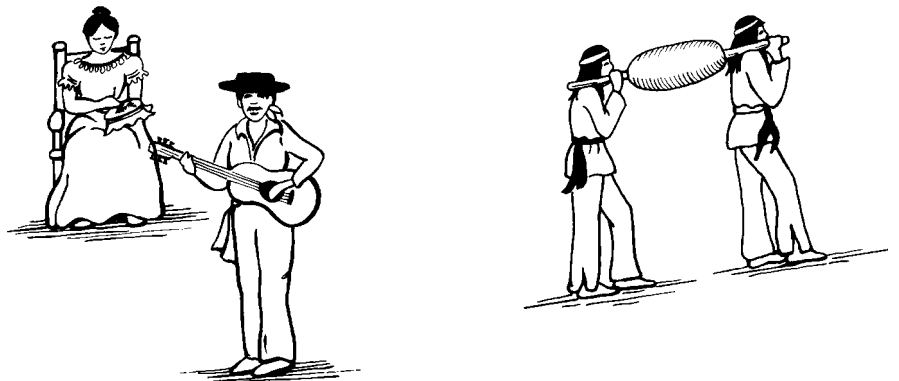
Have the student with the "riding area" picture place it on the mural.

Some of the games involved a *reata*. A reata is a rope made of braided rawhide. Rawhide is dried cowhide that has not been tanned or treated to make it soft and flexible. Rawhide is cut into a long strip, starting from the middle and cutting around and around a center hole. This strip is cut in two, soaked in water until soft, and then stretched tight to dry. Once dry, four strands are tightly braided together to make the reata. The riders would show off their skills with the reata by doing various tricks.

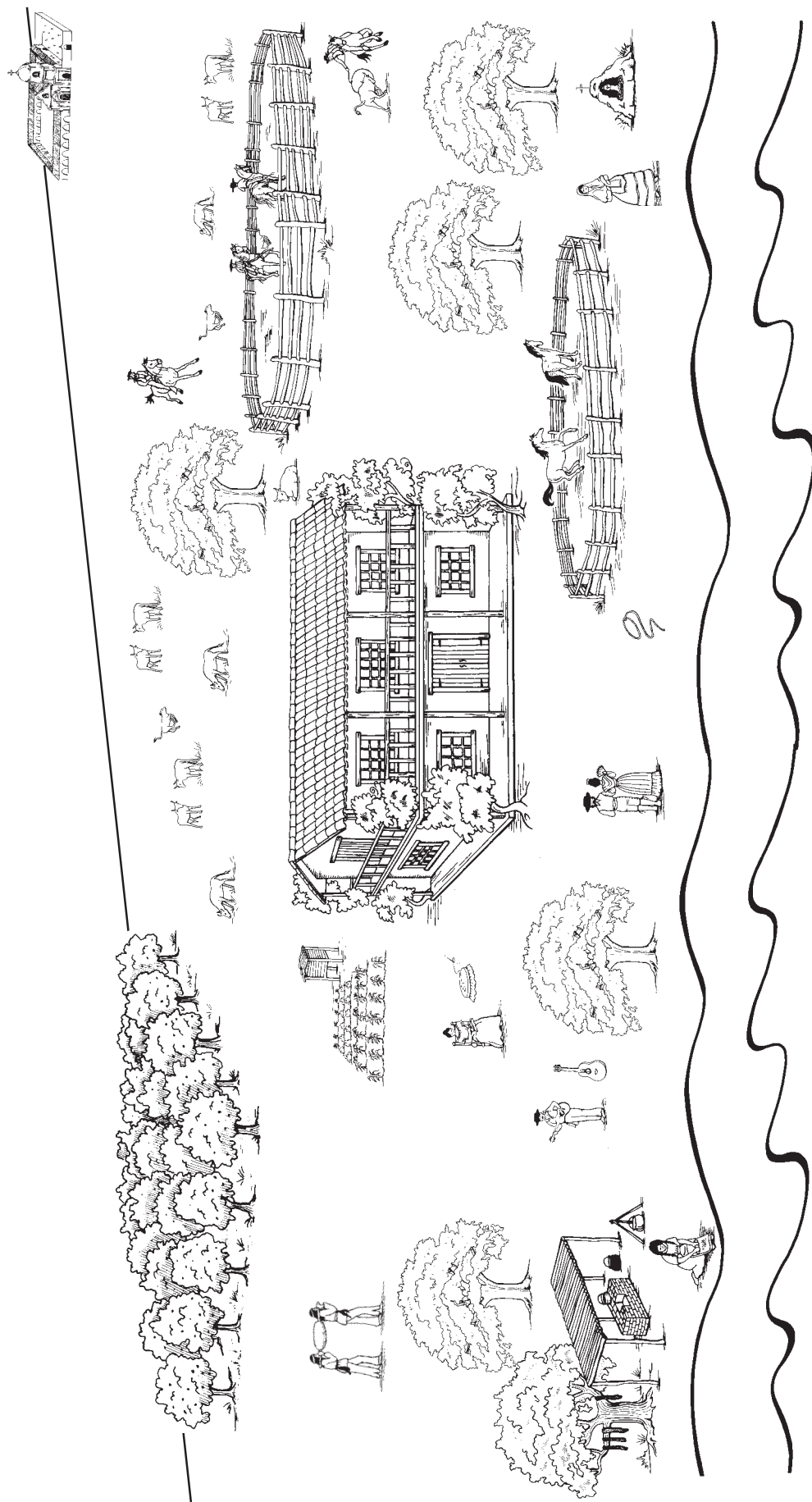
Have the student with the "reata" picture place it on the mural.

What did the *people of the rancho* look like and what did they wear? The men wore clothes made from traded fabric that was embroidered by the women. Their outfits usually included, pants, shirt, vest, bandanna and broad, flat, black hat. The woman wore skirts and blouses decorated with embroidery. The men and women both had formal wear for special occasions. These included clothes made of silk. The women had beautiful lace shawls and mantilla scarves for their hair that were secured with large combs.

Have the students with the "people of the rancho" pictures place them on the mural.



*Figure T–
Rancho Mural Sample*



Pre-Visit Activities *Mural Three: The Rancho*


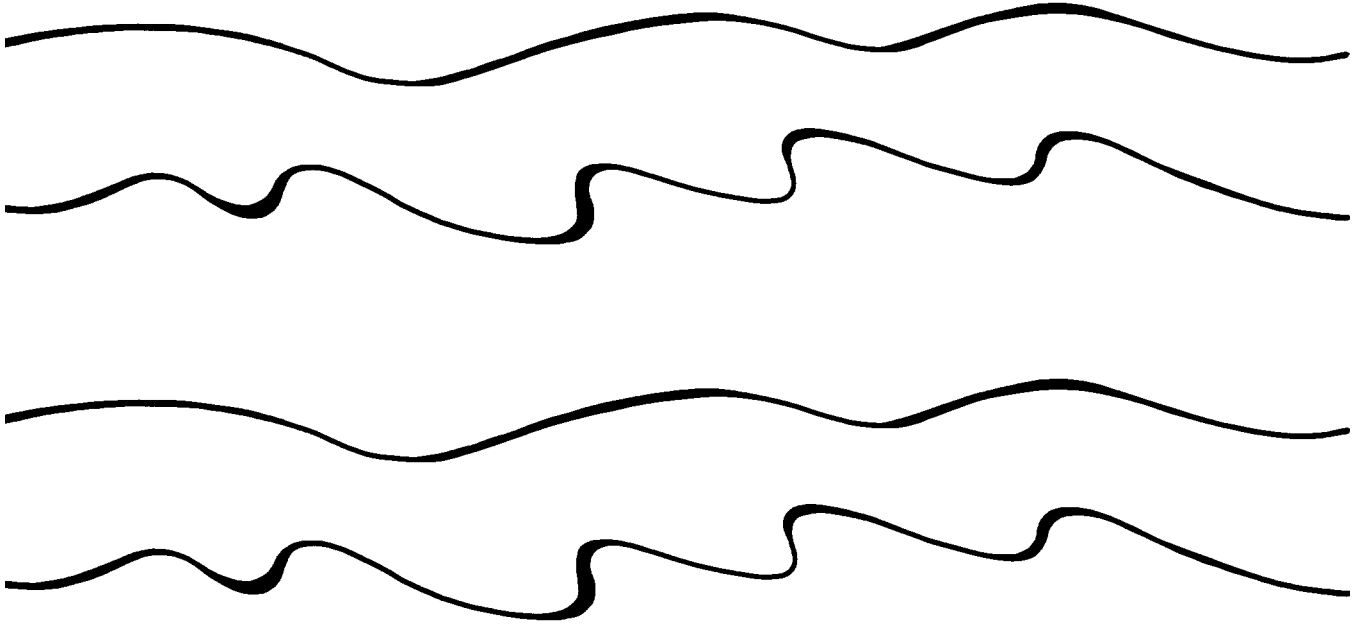
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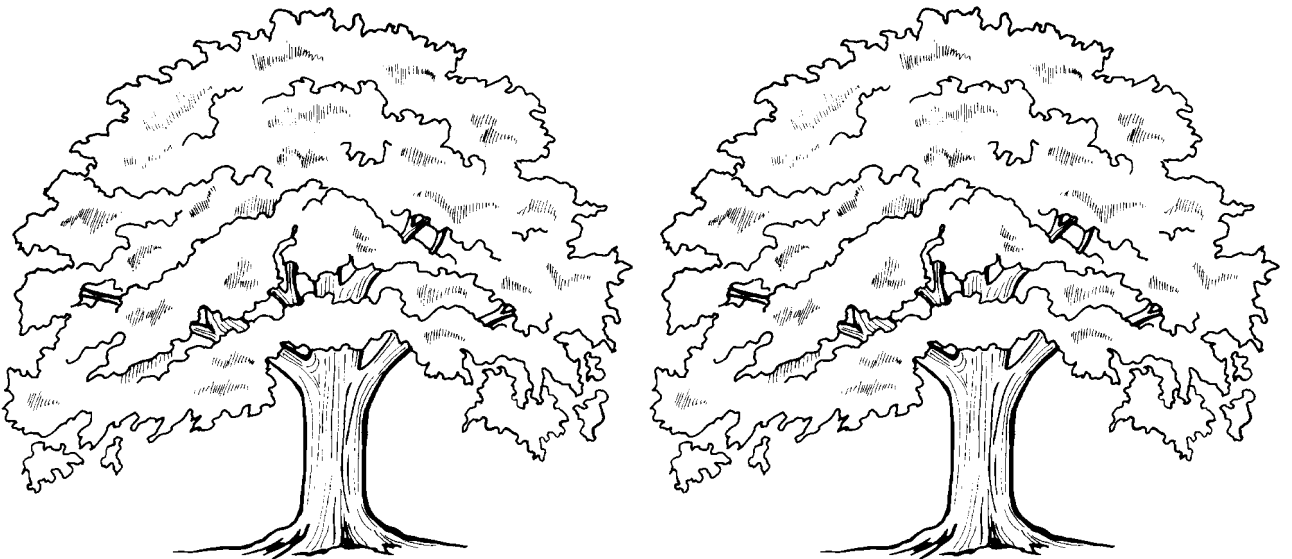
Figure U-

Rancho Mural Pictures

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water



oak

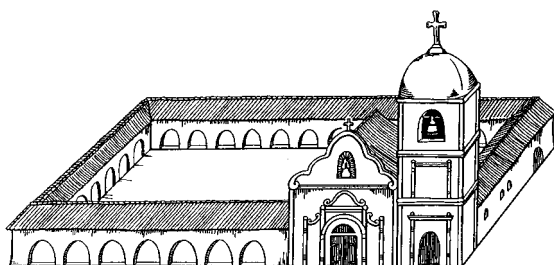
cattle



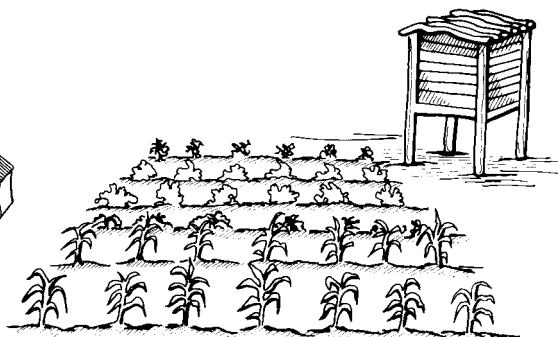
Figure U-

Rancho Mural Pictures

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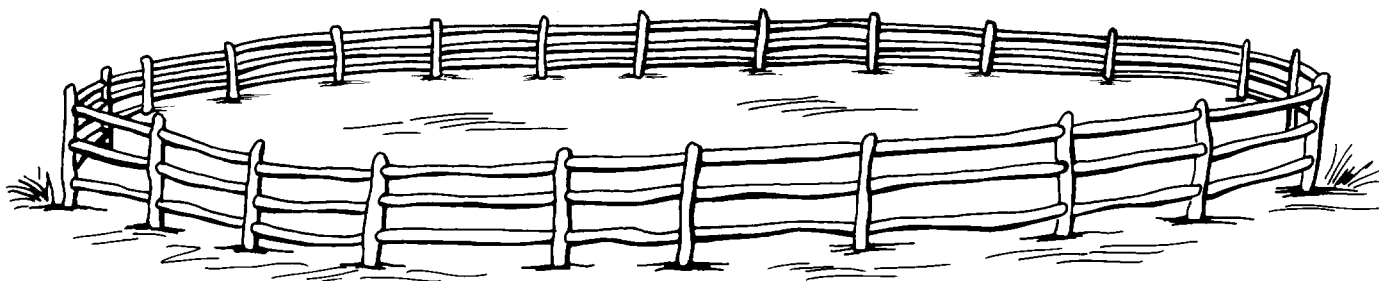
mission



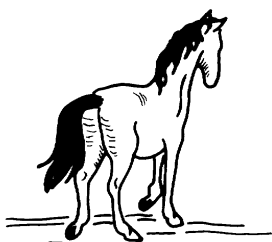
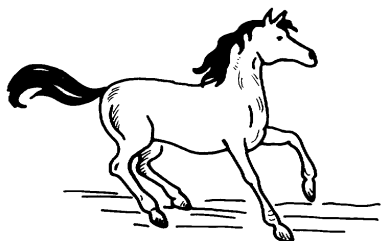
food crops & granary



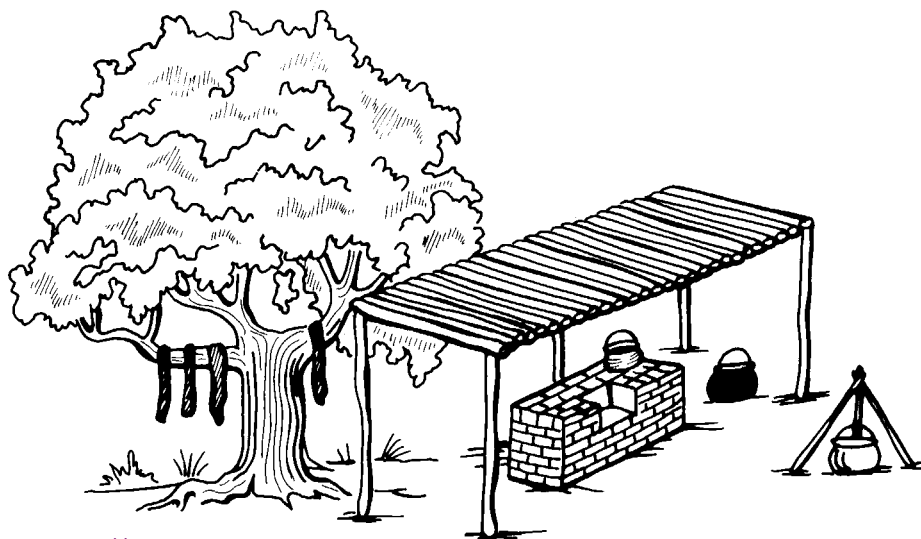
orchard



corral

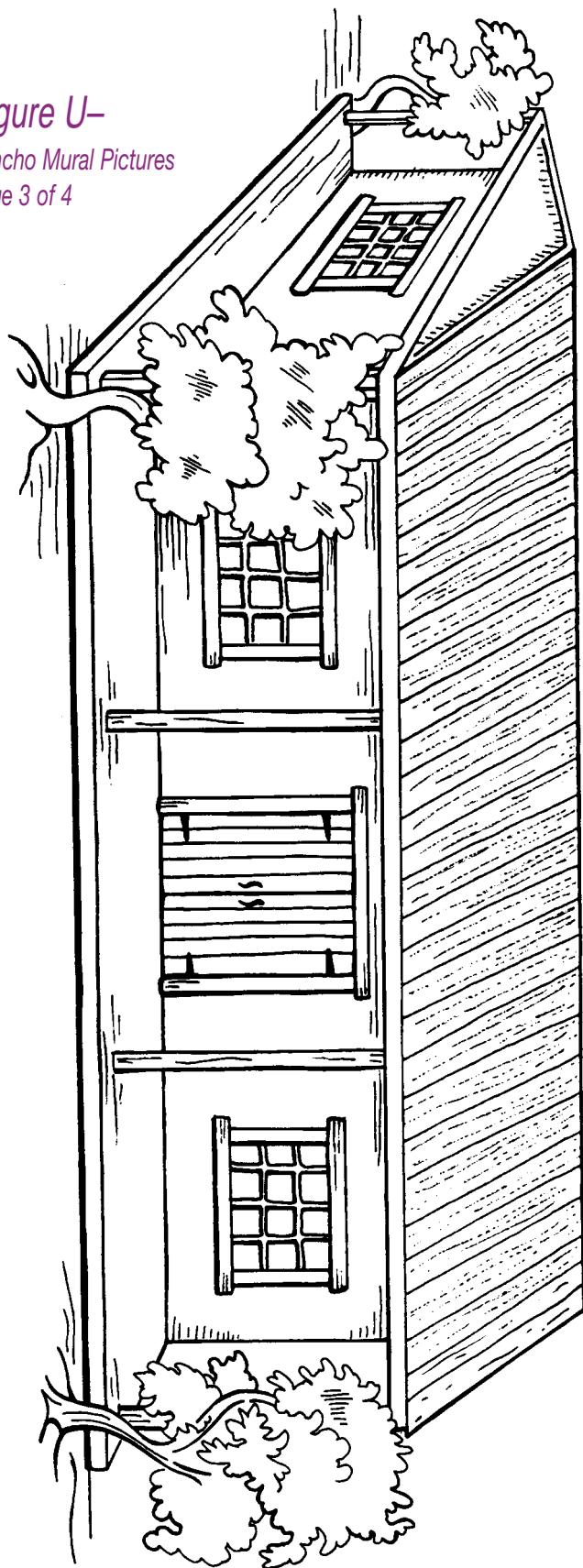


horses

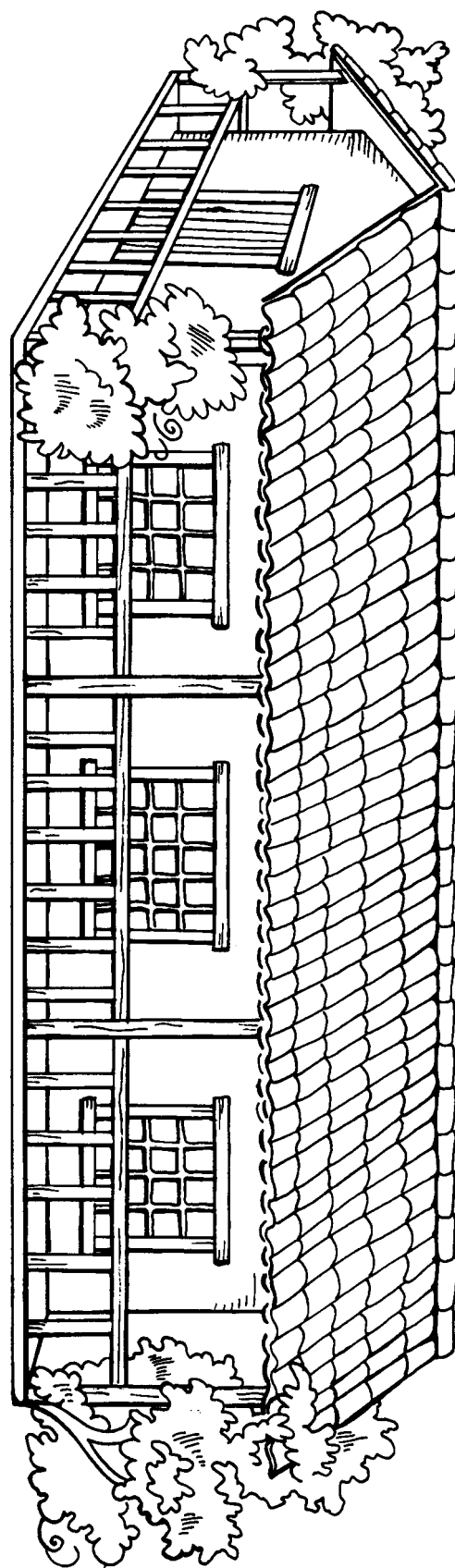


cooking area

Figure U-
Rancho Mural Pictures
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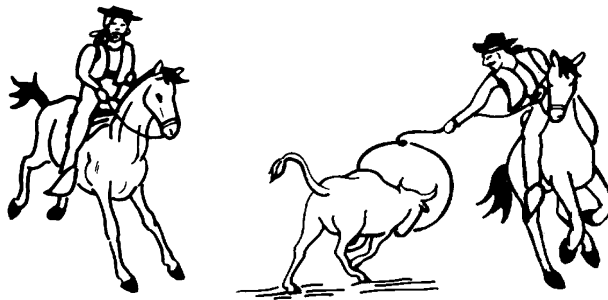


hacienda (Floor 1)

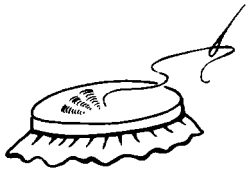


living space of the don (Floor 2)

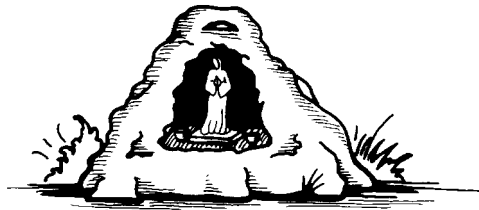
Figure U-
Rancho Mural Pictures
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vaqueros



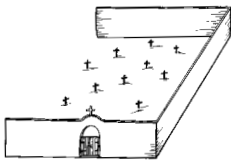
embroidery hoop



shrine



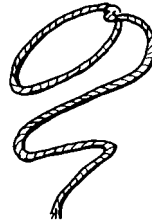
cross



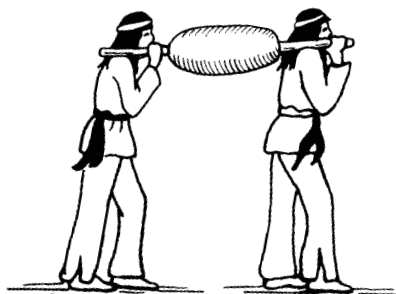
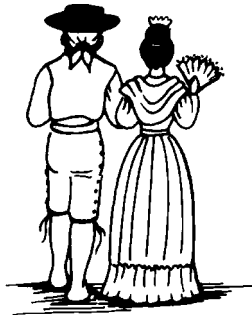
cemetery



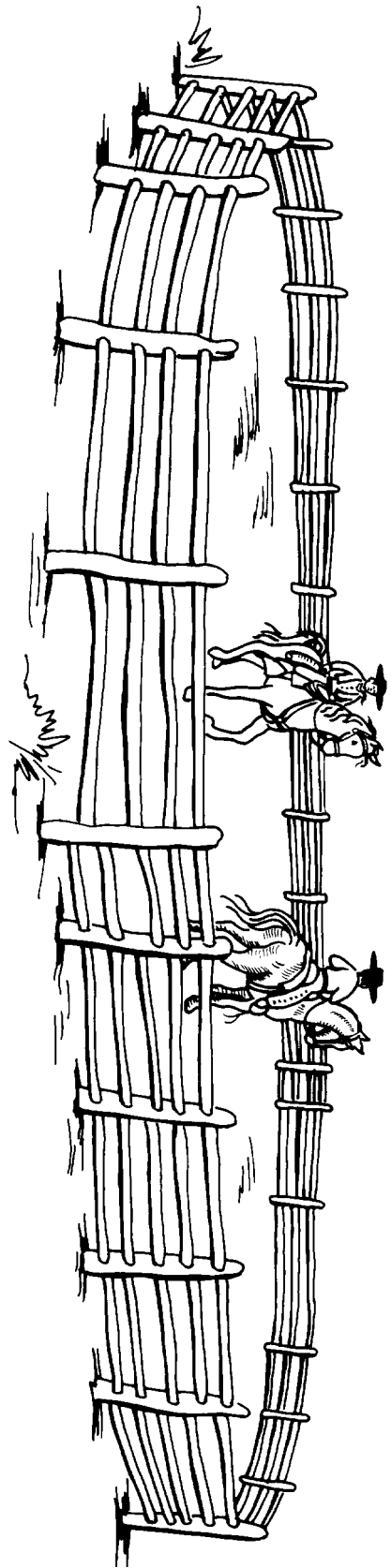
guitar



reata



people of the rancho



riding area

A Part of the Rancho Culture

Figure V

1. What was your picture?

2. What does it look like?

3. Write about your picture and its importance to the rancho

4. How is the item in your picture used today, or is something similar used today?

Figure V–
Continued

5. Draw your own version of the rancho.